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trating manufacture is not emphasized. The results already at hand from the thirteen agencies for rural betterment which are discussed are given too meager consideration. Likewise, in the comparison of the rural schools of today with those of an earlier day, the study lacks intensity, both for the earlier and for the present day.

In the comparison with Prussian rural schools and American urban schools, the absence of an adequately defined type of the American rural school is the most serious obstacle. This has not prevented a convincing statement of the imperative need of a better character of instruction and far more efficient supervision in American rural schools.

Any attempt at present to fix the status of rural schools in more than a general way by a comparison with urban schools begs the question. The fairly accurate knowledge of city-school conditions which is available makes possible the selection of a type, but the lack of equally reliable and adequate information regarding rural schools makes an honest comparison by types impossible. Then, too, widely differing fundamental factors make such a comparison of little value, at best. The author's general conclusions are full of helpful suggestions. The particular are sometimes confused with the general statements.

A fine spirit of prophecy adds vitality to the last chapters. In a discussion covering twenty pages the factors of the future rural school, which are drawn with the color of feeling, are more convincing than those features for which a basis in facts has been sought. That several of the author's prophecies are already history is an aid to faith.

The appeal of this book, a definitely compelling appeal, is for more work on the same subject; for the best leadership equipped, inspired, and enlisted for life in the service of the rural school. The author has well earned a large public obligation.

ERNEST BURNHAM

WESTERN STATE NORMAL SCHOOL
KALAMAZOO, MICH.

Character-Forming in School. By FLORENCE HOWARD ELLIS. New York: Longmans, Green & Co., 1907. Pp. 235.

The author states that this book has been compiled to show that the theory of "every book on education," of Plato, Pestalozzi, Froebel, and Herbart, "that character is the chief function of the teacher, has become practice in a large elementary school, the ages of the children ranging from three to fourteen years of age."

The lessons are based on "Thoughts." The infants have but one a month while the older ones spend but a week upon each. Throughout this period, "and whenever possible in every lesson, the Thought [always with a capital T] is reiterated until the desire to *be* as the ideal has become a habit."

There are numerous quotations at the beginning of chapters and elsewhere—these are from Plato, the Bible, Ruskin, and others. The following stanza has no quotation marks, so presumably it is original:

We shall be what you will make us.
Make us wise and make us good ;
Make us strong for time and trial,
Teach us temperance, self-denial,
Patience, kindness, fortitude.

The center of the course seems to be a mural painting of "St. George and the Dragon" in each of the classrooms. This appears frequently in the numerous photographs—sometimes a child is pointing at it and again a teacher does the same. There are dragons which the children are to kill—selfishness, laziness, etc. Positively the children are to rear a temple with seven columns—love, obedience, etc., supporting self-control, harmony, joy, etc.

Everything is excessively moral. On p. 161 is a lesson on "Co-operation Shown in the Formation of a Sentence." The first direction given is, "Commence the lesson by asking the children to think about something." The final statement is, "We see, therefore, that *words* can co-operate, as well as people, when used properly."

Next comes "Co-operation in Nature"—the lesson is on fertilization: "Provide each child with a simple flower; preferably one with only one pistil. . . . They are not to be dissected, as this is contrary to the teaching of the school, 'They murder to dissect.'"

These lessons are followed by written exercises by the pupils, a number of which are printed. They are for the most part mechanical reproductions of what was given in the lessons but, on the whole, less offensively moralized.

When studying religious education in some English and German schools and moral education in French schools I was reminded of the answer given by a western pioneer to a traveler inquiring which of three roads he should take, "Stranger, they all lead to town. It don't make no difference which you take; you'll wish you'd taken one of the others." What this book represents will not help the advocates of old-fashioned religious education in England to be willing to give up even the committing to memory of the prohibitions to marriage.

When there is so much to be done in these important phases of education it seems unfortunate to have such material as this book contains receive the indorsement of a prominent publisher.

Recollections of a New England Educator, 1838-1908. By WILLIAM A. MOWRY. New York: Silver, Burdett & Co. Pp. 292. \$1.50 net.

While it is stated that this book is not an autobiography the personal note predominates. Mr. Mowry has been a country boy and teacher, a student at Phillips Andover and Brown University; he has been connected with private and public schools as teacher, principal, superintendent, and member of the school board. Add to these his experiences as captain in the Civil War, as editor of various educational periodicals, writer of textbooks, director of Martha's Vineyard Summer School for nineteen years, and institute lecturer all over the country, and one can see what a wealth of material he has to draw upon. It is fortunate that these reminiscences have been preserved, for they will serve to aid students to get into touch with original impressions of an important period in American life.